The AGRICULTURAL EDUCATION Magazine

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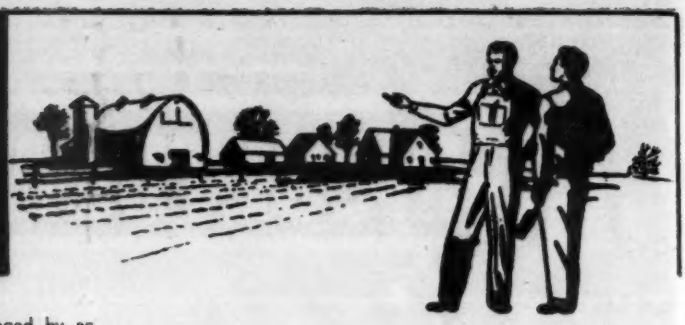
Featuring— Young Farmer and Adult Farmer Programs

The Agricultural Education Magazine



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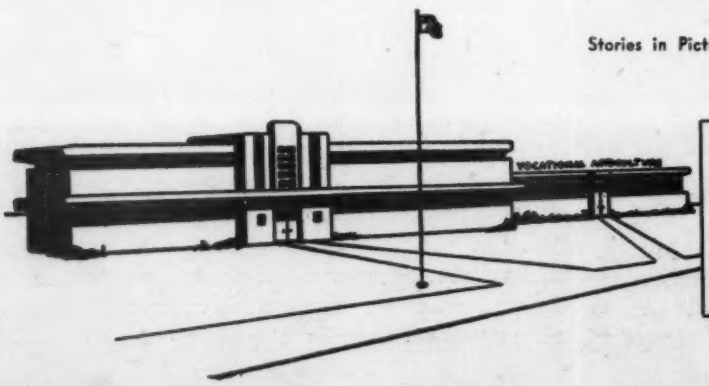
Contents



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Editorials

Our Walls of Jericho

MARK NICHOLS, Director of Vocational Education and Supervisor of Agricultural Education, Utah.

Forty long years have come and gone since the passage of the Smith-Hughes Act in 1917—forty long years of experience in conducting programs of vocational agriculture concerned with training present and future farmers for proficiency in farming. Approximately ten thousand vocational agriculture teachers, together with five hundred teacher trainers and supervisors, are presently engaged in programs for this purpose.

Our most proclaimed success is with the Future Farmers of America. This division of vocational agriculture has become so popular with rural youth that boys with only the remotest possibilities of becoming farmers or entering occupations related to farming are clamoring to enroll in day classes. The wearing of the FFA uniform and insignia, engaging in judging contests, trips, Future Farmer Foundation activities, and other events are popular with boys. In the minds of youth, these features of Future Farmer work really glitter—yet, "all that glitters is not gold."

Adult farmer evening school programs too are popular where vocational agriculture teachers are competent, and it is hoped that most of them are.

The instruction in part-time programs with young farmers does not, however, fall into the category of outstanding success in a majority of the departments of vocational agriculture. Like the Israelites of ancient times who wandered for forty years in the wilderness before reaching the promised land, the young farmer program has been in a status of wilderness wandering for forty long years. Like the Israelites, after forty years it is knocking at the "Walls of Jericho" for admittance.

Perhaps not over 25% of the vocational agriculture departments are presently conducting young farmer programs. It is recognized that many young farmers are attending evening courses with established farmers, yet the problems of young farmers and established farmers are often widely different. Enrollments in all young farmer programs are usually not in excess of 15% of the day school enrollments for the county as a whole. Young farmers, however, are 100% in the farming business in one category or another. They have made the decision of casting their lot with the soil. They are crying for a Joshua to lead them to to the promised land of successful establishment in

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From the Editor's Desk . . .

Challenging thoughts . . . . . .

Readers of *The Magazine* should find this issue of particular interest, especially those with strong feelings about adult education. Some of the challenging thoughts the reader will find, and which he may wish to debate, are:

"The instructor must be a specialist in the kind of enterprise represented by the students in his class."

"There is no reason to believe that there is any correlation between effective teaching of in-school groups and effective teaching of out-of-school groups."

"For this reason it is questionable whether preservice training in instruction of adults would be of much, if any, value."

"If classes are to be organized by type of enterprise, of which more will be said later, the experience suggests that different patterns of time organization are appropriate to different types of enterprises."

"One is forced to the conclusion that farmer acceptance of a program is not the sole criterion of its effectiveness."

To fit each of these statements into their proper framework, the reader should turn to the entire article by Gordon M. Harrington. He has based his article on his own research.

The first three statements certainly run contrary to much of the present belief and practice in adult farmer education and in the preparation of teachers of vocational agriculture. Other articles in this issue of *The Magazine* point up some very strong opposing points of view.

On the other hand, the last two statements tend to support both past experience and research.

Other statements in the article are equally as interesting as those presented here. We are indebted to Mr. Harrington for a very provocative article.

Changing times . . . . . .

Workers in agricultural education may indeed find it difficult to keep up with our rapidly changing times. A recent statement in an agricultural publication to the effect that *it is so easy to overemphasize adult education* was just a little surprising in view of present efforts to stimulate and encourage more work with adults, both farmers and non-farmers. It is extremely doubtful that we, in agricultural education, have come anywhere near providing as extensive a program

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This I Believe — Concerning Young Farmer Programs

A belief in young farmer work is necessary for success.

RALPH E. BENDER, Teacher Education,
The Ohio State University.

Ralph E. Bender

ANY significant development of the young farmer program in vocational education will depend greatly upon our concept of what can and should be done. We need to develop an aggressive rather than permissive attitude, and then proceed to provide the ways and means to implement that belief. Experience in working with young farmers and teachers of young farmers indicates the following beliefs* to be of basic importance.

Young Farmers Need and Want Help

There is no question but what young farmers need and want help. Farming has become exceedingly complex and expensive. It takes more technical and business "know-how" than ever before. The opportunities available are fewer, but larger and more challenging. These conditions necessitate the continuous training of young men who are interested in becoming established in farming. Young farmers recognize this need and take advantage of opportunities to participate in programs that are designed to meet their interests and needs.

There are enough young farmers in most of our communities where vocational agriculture is offered to justify a program. When this is not so, it seems difficult to justify vocational education in agriculture at the high school level. Surveys reveal that there are as many young farmers in most communities as there are high school boys enrolled in vocational agriculture. This is particularly true when part-time farmers are included in the group. In too many cases, teachers and others conclude too quickly that all of our young men are in the armed services or engaged in work unrelated to farming.

It would seem desirable that a young farmer program should be available so that future farmers can move into it upon graduation, the same as they move from the junior to the senior year in high school in vocational agriculture.

Teachers of Vocational Agriculture Are Key Persons

Teachers of vocational agriculture can and must aid in the development of a program for the young farmers. They are the key people in the communities to open the doors for such an opportunity. Teachers have the competency, and they know the local situations better than any other person who would likely serve the young farmer. If this is not the case, then the teacher education program should be revised to make it so.

The vocational agriculture classroom with all of its teaching aids and references, and the up-to-date farm shop, is not equaled by any other agency or organization as an educational facility for use in serving the young farmers.

In addition to being willing and competent and having the means to serve the young farmer, the teacher must plan for time available to do so. The young farmer program cannot be an appendage to a busy schedule. It should be planned as an integral part of the vocational agriculture program. A recent study in the North Central Region concerning successful programs of young farmers indicated that such teachers were using an average of nine hours per week to conduct such a program. In practically all situations the school had identified some unscheduled time which could be used for developing out-of-school programs. This can be done. When we believe in young farmer programs this can and will be done.

School Administration Support

The young farmer program should be actively supported by the school administration and recognized as an integral part of its program. This implies not only that facilities will be made available, but that regularly scheduled meetings and activities of the young farmer program will be placed on the school calendar and protected the same as any other school function. The administration will aid the teacher of vocational agriculture in developing an appreciation for the young farmer program on the part of the entire faculty of the school.

Program Based Upon Interests and Needs of the Young Farmers

Any young farmer program, if it is successful, must be based upon the interests and needs of the young farmers served. Our primary objective is to develop competency in farming. Therefore, the major attention should be devoted to solving those vocational problems which are unique to the young farmer. An analysis of such problems as financing the farm business, developing an adequate insurance program, and arranging for satisfactory lease contracts should be included in the program. Specific problems should be identified and defined by the farmers and their teacher.

In addition to dealing with problems of the farm, there are many other interests and needs that should be served in such a program. The program should be about as broad as living itself. Young farmers, like all people, have problems dealing with social, civic, home and family aspects of living. Problems in these areas may be blocks to vocational progress. Teachers cannot aid in solving all of these problems, but they need to understand and appreciate the total situations that young farmers face in order to develop more intelligent and integrated programs with them. A broadened program for the young farmers is equally as necessary as the FFA is for high school students.

A Variety of Means and Methods of Teaching Should Be Used

The young farmer program must be more than a series of meetings. It should be more than a short course that starts and stops—it is a continuous teaching-learning experience. Basic to the development of any program in vocational education in agriculture is the selecting and following of a farm

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*Abstract of a presentation made by the writer at the Ohio Young Farmer Association Annual Conference at The Ohio State University, February, 1957.

The Discovery, Organization and Teaching of Poultry Content For Evening Class Pupils

MARTIN DECKER, Vo-Ag Instructor,
Atlanta Co. Vocational Schools, New Jersey.

The major purpose of this article is to discover and organize functional content in the teaching of poultry courses to evening class pupils.

Many departments of vocational agriculture in the United States are located in areas like Egg Harbor where poultry farming is an important enterprise, and a considerable portion of the cash income of the farmers is derived from the production and marketing of poultry and poultry products. Poultry farming, therefore, commonly appears as an enterprise in courses offered for the various groups served by vocational education in agriculture in such localities. The production of quality poultry products from a health and economic standpoint should then merit a prominent place in poultry instruction.

There Are a Number of Phases

In a type of farming such as poultry, while most of the poultrymen stress egg production, some combine this with other phases such as chicks, pullets, breeders, hatching eggs or incubation. Some few will specialize in one or more of the non-egg production activities.

Discovery of Content

The discovery of poultry content would have to be based on the analysis of the enterprises in a particular type of farming. The important poultry enterprises in this area are egg, chick, meat, pullet, breeder and hatching egg production, and incubation, as determined by a survey and personal contact with each farm keeping poultry. An analysis of one area in poultry production shows the following managerial jobs:—

> Egg Production:—culling laying flock; selecting breeders; housing pullets; preventing and controlling diseases, parasites and vermin; feeding laying flock; trapnesting; marketing eggs; breeding; incubation; purchasing baby chicks; brooding marketing broilers; rearing, feeding pullets; and records.

The previous job analysis can be set up to meet the prevailing practice for each area in the production of poultry.

Relating Content to Group Needs

After discovering that certain content can be taught in a given area, it is necessary to select and evaluate this content for the group to be taught.

In the selection and evaluation of poultry content, the writer has used Eaton's criteria of significance, probability type situations, frequency, proved superior merit, local and seasonal opportunity, sufficient possession, capacity, interest and immediate needs. Thus for example, a good illustration of type job is feeding the laying flock, which also represents the criteria of frequency. One of the operations in the managerial job of feeding has to do with lighting, which has proven to be superior in merit. Brooding, which is also characteristic of other criteria, is always local and seasonal in general make up. None of the jobs listed are sufficiently possessed by the pupils because of changing practices. Neither are any of the jobs so theoretical or experimental that they are beyond the capacity of an evening class group.

While some of the jobs may not be of direct interest to every pupil in the class, they usually attract his attention when he realizes that knowledge and application of them will tend to increase his labor income. Some jobs, which are not seasonal, are still in demand because the producer realizes that he must have certain information at hand to meet immediate needs with respect to diseases, parasites and vermin.

In setting up poultry content for a specific group of pupils, the writer selected such jobs as would, in his experience, meet the needs of this particular group. It has been a practice to get suggestions from the group itself on the particular kind of content which should be taught at the various meetings. In this respect, the pupils themselves play a major part in the selection and evaluation of all the content that has been taught.

Teaching Procedures Used

The procedures used in teaching evening class pupils are informing, instructing and conference.

In teaching a group of evening class pupils any of the three methods of procedure may be used. However,

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Our Walls of - - -

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farming. Yet our "Walls of Jericho" seem to be most difficult to penetrate.

Are our seemingly impenetrable walls a lack of skill and know-how in conducting young farmer programs? Make no mistake about it—the young farmer program is difficult to conduct! It takes "he men" with plenty of skill, know-how and know-why to deal successfully with young farmers both in the classroom and on the farm today when farming is big business and successful establishment in farming is fraught with most intricate problems. Skill and know-how we should have after forty years, yet our "Walls of Jericho" firmly stand and defy most of us.

I make bold to assert that "Our Walls of Jericho" are in the realm of faint attitudes and interests on the part of many supervisors, teacher trainers, teachers and local administrators. We can do this job if we want to—and want to with a *will* sufficiently strong. The solution to the problem may be summed up in the words of a familiar song—"Give me some men who are stout hearted men who will fight for the right they adore." Stout hearted men with positive interests and attitudes can crumble "Our Walls of Jericho" to dust.

Give us leadership at the National level to play the role of a Joshua!

Give us directors and supervisors at the State level who will direct the "set of the sail" on a positive course by informing local administrators of the importance of young farmer programs and who are willing to make reimbursements attractive enough to get the job done!

Give us teacher trainers with the kind of understandings and enthusi-

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The Ohio young farmers conduct a business meeting during their annual convention.

The Kenton, Ohio, young farmers like refreshments after their meeting.

This I Believe - - -

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improvement program on the part of the student. Teachers must never forget that learning is a self-active, continuous process. Farm and home plans, approved practices, and/or demonstrations should be the basis for instruction and learning. This necessitates on-the-farm teaching by the teacher. Most instructors and young farmers would agree that a minimum of three such teaching opportunities and responsibilities should be conducted each year.

Educational meetings in which a variety of teaching methods are used should be conducted throughout the year. An emphasis upon tours and demonstrations are desired during the summer. Young farmers have indicated that they want to participate actively in the meetings. They want the latest research applied to their home farm situations. Resource persons, if used properly, will be of help. They object, however, to a series of lectures.

It Is Our Program — Not the Teachers

Young farmers should be used in planning and conducting all phases of the program. There is plenty of need on the part of the teachers for such help, and we must recognize that if young farmers participate in planning they will likely be learning more of what they want than if they attend a teacher-made program. The teacher should devote his efforts primarily to those of teaching and advisory responsibilities.

Many teachers have found it wise to use a planning or action committee to aid in the development of a new program. It is very important to select a good committee. Men who are competent, influential and interested in giving their time and effort should constitute such a committee. As the interest and need arises, a more formal organization should be formulated. This could be as a YFA Association, identified as a chartered member of a state-wide group, if such is the situation in the state. This more formal organization will provide more opportunities for the young men to assume responsibility of a leadership nature. It gives identity to the group and offers more cooperative activity with other similar groups that may enrich their own local programs.

Local Groups Should Cooperate with Other Agencies and Organizations

Each local young farmer association or group should cooperate with other agencies and organizations whose interests or objectives are similar. We must recognize that the young farmer in a community should and does have other interests and relationships. For example, the Agricultural Extension Service, the Farm Bureau, the Grange, and the College of Agriculture, all have services to provide. Likewise, a working relationship with the FFA, the adult farmers, and the home economics group that may be organized in the local school is highly desirable. Together we can have a better program.

Provision Should Be Made for the Program

When we really believe in the young farmer program, teachers of vocational agriculture, staff members, school administrators and others will provide the favorable conditions and the stimulation necessary to develop still more young farmer programs. We need to come together often to exchange ideas and discuss problems. Others need to know what works well and what yet needs to be done. In Ohio, for example, it has been well to assemble delegates from local young farmer associations for state-wide conferences. The state association is used as a means to stimulate the programs of local groups. A state news letter, a young farmer association program contest, the recognition of a young farmer of the year, a summer tour, and leadership conference at the State FFA Camp are activities being sponsored to aid in the further development of the program in Ohio. These and other activities can and will be done as we choose. So it is with all phases of the young farmer program. We need to get our thinking straight. We will have what we want! □

From the Editor's - - -

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for our young and adult farmers as we should be providing. Let us keep on with our "overemphasis" for at least a few more years. The provision of adequate educational programs for adults still remains as our greatest single challenge.

What do studies show? . . .

This issue brings you the first of a series of articles reviewing and interpreting studies in the various phases of the program in agricultural education. The phases to be covered and the selection of the contributors was planned by the A.V.A. Research Committee for Agricultural Education. The articles are designed to help take research from the library shelf and put it into action. □

One of Muskogee County's three outstanding dairymen named recently at a joint civic club luncheon, Glenn Cohea, a Muskogee Young Farmer's Association member, checks on some replacement heifers for his Grade A dairy herd with his wife and two daughters.

A sheep shearing class for FFA members is held at the farm of Jim Seward, Muskogee Young Farmer's Association president.

Young Farmers Help Themselves

by forming a young farmer organization

GENE BEACH, Vo-Ag Instructor, Muskogee, Oklahoma.

An adjustment period of several years is often necessary for the boy just out of vocational agriculture training and stepping into the more serious business of farming.

Realizing their need for some additional assistance to help them bridge the span between graduation from high school or college until they become more fully established as farmers in their community, a group of former vocational agriculture students at Muskogee organized a young farmers' program with help from the vocational agriculture teacher.

Young Farmers Plan for Organization

Attempts to organize a young farmers' program had been made ever since vocational agriculture classes were established in Muskogee in 1949, but progress was slow and gradual until about a dozen young farmers between the ages of 18 and 25 got together in September of 1954 and worked out plans for a permanent young farmers' program.

Some were just out of high school where they had studied vocational agriculture and were FFA members, others had attended one or more years of college, and still others had already farmed for a few years. Not all were actually farming or even definitely planned to farm in the future, but were working in some field related to agriculture.

Since that first meeting in 1954, regular meetings have been held on the first and third Mondays of each month.

Officers are elected on a yearly basis and each has assumed his share of responsibility in conducting the young farmers' program and activities.

Members of the Muskogee Young Farmer's Association, as the organization became known, were appointed to committees to draw up a constitution, by-laws and an operating program of work.

Yearly Program of Work Planned

A program of work is planned at the first general meeting each year. Topics are placed on the blackboard by seasonal categories and on a variety of agricultural subjects in an effort to suit interests of all members. The entire membership votes to select class subjects for each meeting during the year.

Class programs are varied in the manner in which they are conducted with the program chairman and vocational agriculture teacher having a part on all programs. Two to four members do research and present some programs while personnel of local agricultural agencies, banks or other agricultural businesses present other programs. Still other programs are centered around tours of various agricultural plants or firms and experimental test plots.

Each class is opened with a short business session, and two to three meetings a year are devoted to organization and planning. Numerous committee meetings are also held as they are needed.

Robert's Rules of Order are followed during each meeting. Each meeting is followed by a discussion period that includes questions on material covered and any additional current problems confronting members.

As to type of material covered in meetings, the following subjects or activities have been scheduled on programs during the past year: application of fertilizer on small grains, Bangs control, land judging, utilization of home-grown feeds, farm records and income tax, marketing of farm products, current agricultural films, a tour of a local milk plant and farm credit and loans.

Special Activities Promote Interest

Special projects handled by the organization during the past year included a hybrid sorghum test plot; study and judging of range, soils and pastures with the association's team placing first in the adult division of the Eastern Oklahoma Range and Pasture Judging Contest; and assisting Oklahoma Free State Fair officials in conducting an FFA and 4-H tractor driving contest.

Other special projects included one member serving as a superintendent with the Oklahoma Free State Fair; assisting with preparations and clean-up work for the annual Muskogee Junior Livestock Show; working with the local Chamber of Commerce Agricultural Committee; organization of a rural fire-fighting program in cooperation with the local FFA chapter, Chamber of Commerce and county commissioners; and holding an annual banquet, a Christmas party and two additional socials during the year.

Ways to Maintain Attendance

Many organizations and clubs are confronted with the problem of how to maintain a high percentage of attendance at meetings by members.

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Young Farmers - - -

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There are a number of ways in which the Muskogee Young Farmer's Association has attempted to solve this problem.

It is partially solved by planning programs six months in advance so meetings will be diversified in an effort to include something that will appeal to the interests of each member, having a well planned program that will be of practical value to members, having well known guest speakers, and sending postcards to all members before each meeting to remind them of the meeting and what is scheduled on the program.

Attendance is also maintained by having meetings on the first and third Mondays of each month so meeting dates will be easier to remember and also because of fewer other activities on Monday nights; having the meeting place in the high school FFA room, as it is centrally located for all members; telephoning members who miss several meetings in a row and personally inviting them to attend the next meeting; and inviting area farmers and businessmen to special meetings.

Family social affairs spaced throughout the year, an annual banquet, field trips and giving each member some duty or responsibility also aids in keeping attendance high.

Leadership Development Important

Not only does the local young farmers' group aim to instruct its beginning farmers more fully in better farming methods, but it also includes among its goals the objectives of assisting members to become leaders in their rural communities, teaching them to speak out for the farmer and giving them training that will help them become active in adult farm organizations of their choice.

Members are given the opportunity to present a program at classes during the year, make committee reports and take an active part on the annual banquet program.

Such activities help them learn to feel more at ease while speaking and expressing themselves before groups.

The annual banquet is selected as the place where members confer honors upon persons outside the organization each year.

An outstanding farmer, an outstanding businessman and five honorary lifetime members are recognized annually. They are selected by members nominating a slate of possible award winners and then voting on the nominees.

In addition, a member of the local FFA chapter is presented with a plaque in recognition of his outstanding leadership in FFA and other school activities. He is selected by a committee that meets together and goes over records of the FFA members.

Although the association has been organized less than three years, it is not without distinguished members within its own ranks. The association's current president, who is engaged in a program of diversified farming consisting of cash crops, beef cattle, swine and sheep in partnership with his father; was honored this spring by the local Junior Chamber of Commerce as the county's outstanding young farmer. He is also active in an adult farm organization in the county, having served the organization as an officer.

Another member was recognized as one of the county's three outstanding dairymen during observance of "June Dairy Month" at a joint civic club luncheon this year.

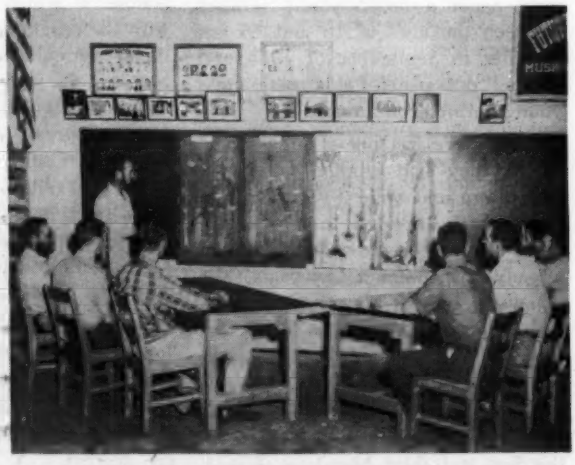
Still another member is currently serving as president of the Oklahoma Turf Grass Association and also as president of the Hi Staten Memorial Association, an organization composed primarily of persons who studied under the late agronomy professor at Oklahoma State University.

Honors have also been received by the vocational agriculture teacher, Gene Beach, who guides the local young farmers' program. He was named as the state's outstanding vocational agriculture teacher in the field of dairy instruction at "Dairy Day" activities held at Oklahoma State University this spring.

Through these activities, young farmers are making their presence more noticeable in the community and are beginning to take their place beside adult community leaders by assuming their part of community and civic responsibility. □

There is in every man something greater than he had begun to dream of. Men are nobler than they think themselves. Phillips Brooks

Facts about farm credit and loans are learned by Muskogee Young Farmer's Association members touring offices of the Muskogee Production Credit Association. F. E. Hawn, manager, explains some of the procedures followed by the credit association. Young farmer members with beards are taking part in the Oklahoma Semi-Centennial Celebration.



Gene Beach, vocational agriculture teacher, makes use of a display of range and pasture plants to instruct a young farmer class. A judging team from the Muskogee Young Farmer's Association placed first in the adult division of an Eastern Oklahoma Range and Pasture Judging Contest.

What do studies show? - - -

Adult Farmer Education

B. C. BASS, Teacher Education, Virginia Polytechnic Institute.

B. C. Bass

IF we are ever to achieve the philosophical concept that education is a continuous process, we must provide evidence that adult classes are an essential part of public education. Interest in this phase of public education is continuing to grow. With the growing interest, an increased emphasis on further development of adult-farmer education is resulting. This was emphasized in the conclusions of studies completed during the five-year period, 1951-1952 through 1955-1956. Actual supporting evidence for these statements is found in the summaries of studies reviewed for this article.

Need for Adult-Farmer Classes

In one school service area there were enough farming practices needing desirable change discovered to convince the researcher that the farmers could profit by a course of systematic instruction.[5] The very fact that many teachers are conducting such instruction gives support to this finding. Agricultural production needed to be increased and could be greatly increased by systematic instruction in vocational agriculture.[14] Even though more production was a need it was only one of many, for the farmers' need was the incentive mentioned most frequently by teachers for conducting young- and adult-farmer classes.[24] Could there be a more worthy incentive? Increasing awareness of these needs was indicated in one community in which ninety-two per cent of 71 farm families favored periodic meetings to discuss farm problems.[37] Even if this percentage is higher than average, it still indicates that farmers recognize their need for assistance in dealing with their problems.

Data collected by Rutrough[32] disclosed that 89 per cent of the teachers, school administrators, and area supervisors in eight school divisions felt that a stronger, more adequate program for young and adult farmers was needed.

After studying farmers' needs in the area of farm mechanics, Cook[9] drew the following conclusions:

1. A farm survey is an effective technique for determining farm mechanic needs.
2. Many farmers' needs in the area of farm mechanics can be met by enrolling adult farmers' in an instructional program in farm mechanics.
3. Adult farmers can acquire skills in farm mechanics through instructional programs in farm mechanics.
4. An instructional program in farm mechanics for adult farmers can be designed to meet some of the farm mechanics needs of adult farmers.

Farmers Are Interested

Adult farmers desire to learn and will attend classes if they feel they can gain knowledge that will help them in their farming businesses. They will attend classes for knowledge without extrinsic appeals.[34] The interest of adult farmers is emphasized by five researchers making studies in four different states in which they found that the proportion of adult farmers interested in attending adult-farmer classes were 63 per cent,[38] 67 per cent,[26] 70 per cent,[23] 73 per cent,[1] and 75 per cent.[6] It is noteworthy that a large majority of the farmers who participated in each study cited were interested in a continuing education program. In fact the people with more formal education tended to be most interested in adult educational opportunities.[21] The needs and interests of individual farmers in a community accounted for the great difference in types of programs offered by different schools.[25] Availability of services and facilities seemed to influence interest in farm mechanics because farmers farther from a town were more interested in farm mechanics than those who lived near a town.[20]

The age and experience level of adult farmers created interest and needs in group discussions, social, and recreational activities sufficiently different from those of young farmers to justify separate programs for the two groups.[17] Tabb[35] reported that the highest-interest age in instruction was between 35 and 55 and the age of lowest interest was after the farmer reached 65. Farmers in the middle age group seemed more interested in aspects of farming dealing with improving the efficiency of production. Similar findings were made by Vincent.[38]

According to Newcomer[26] and Carlton[6] adult farmers favored holding educational meetings early in the week during the evening hours of the winter months. They preferred meeting at the high school.

Administrative Policies and Procedures

Deyoe[12] reported that school administrators in Illinois showed a marked interest in adult education. And, the findings of Robinson[31] and Rutrough[32] revealed a general belief that adult farmer classes should be an integral part of the total educational program of the schools maintaining departments of vocational agriculture. This belief has been slowly accepted but it is encouraging that it is now widespread, at least in some areas. Leaders in agricultural education have been advocating it for many years. In summarizing the developments in adult-farmer education over a period of approximately thirty years, H. W. Sanders[33] wrote in 1951, "adult farmer education must be recognized by teachers and administrators alike for what it is—an important and integral part of the secondary school program."

A majority of the teachers, school administrators, and area supervisors in eight school divisions felt that their programs of adult-farmer education were unsatisfactory. Only 10 to 15 per cent of the adult farmers were enrolled in systematic instruction, indicating that the programs of adult-farmer education were not meeting the needs of the vast majority of those individuals. Teachers of vocational agriculture should devote a minimum of 20 per cent of their time to the young- and adult-farmer program. Ninety-six per cent of the teachers, administrators, and area supervisors indicated that additional teacher-time would have to be provided if stronger, more adequate programs were to be realized. The major problems en-

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What Do Studies Show - - -

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countered in conducting young- and adult-farmer programs dealt primarily with teacher load and personnel, administrative policies and procedures, financing, supervision and integration within the total school program. The data studied revealed conclusively an urgent need for well-planned, effective administrative policies and procedures on a school division level for conducting young- and adult-farmer classes. Most school divisions were not using a well-developed set of administrative policies and procedures for conducting such classes.[32]

The study made by Murray and Biser,[24] in which 170 teachers in Maryland participated, revealed that 90 per cent of the adult-farmer classes were held in the local school, classes were conducted throughout the year with a concentration during the winter months, 97 per cent of the classes were conducted during the evening hours, the two-hour class period was the most popular, and a course usually consisted of 10 to 12 meetings. The same teachers reported that they had successfully used a maximum of member participation in the selection of subject matter for courses, and used a wide variety of teaching methods.

Davis [11] found that visits ranked first and postal cards second for securing farmer enrollments. These findings are, for the most part, in agreement with the data collected by Pruett[30] from 77 Alabama teachers who indicated that the best methods of recruiting enrollment were personal contact and lay committees made up of prospective members. Other characteristics of successful adult classes, as reported by the same Alabama teachers, were: (1) officers and committees were essential; (2) community organizations, such as Farm Bureau, civic clubs, PTA, and FFA, were helpful in promoting adult-farmer classes; (3) publicity through new articles and pictures, banquets, barbecues, radio programs, and exhibits were needed; (4) a cooperative working agreement with other agencies contributed to the success of the classes; (5) maintaining enrollment by (a) doing a good teaching job, (b) teachers making supervisory visits between meetings, and (c) starting on time and quitting on time; and (6) supervising the follow-up activities by means of (a) farm visits, (b) follow-up group meetings, (c) tours and visits to get results of demonstrations, and (d) visits to experiment stations. Several of these findings are partially or entirely supported by data obtained by Moeckel[22] from 76 Michigan teachers. Whereas, Brothers[2] found that the farmers in one class definitely were not interested in an organization with officers.

Farmer advice was used by most teachers for planning instruction.[22] Planning committees were used in approximately 94 per cent of the adult-farmer programs studied by Pierce.[29] And, Thompson[37] found that 94 per cent of the farm families in one community expressed approval of a community council.

The success of adult education courses was found by Fuhr[15] to be largely determined by: (1) getting the farmers to assist in determining the units of instruction; (2) designing courses to fit the needs of the members; (3) supervisory visits made by the instructor; and (4) the use of varied methods of instruction, including conference procedure, demonstrations, field trips, and visual aids. The major difficulties found were: (1) small farm operations of members; (2) distances farmers lived from the school and from each other; (3) prevalence of part-time industrial employment of farmers; (4) difficulty in formulating a program to meet the needs of all farmers; and (5) farmers' lack of adequate financial aid.

Clark's[7] study revealed that the use of a planning committee, while somewhat time-consuming, resulted in greater interest on the part of members of the class, and that a program of publicity was helpful in securing and maintaining enrollment.

A study by Pruett[30] of the teaching procedures used by 77 Alabama teachers, who were known to have been successful with adult-farmer classes, disclosed that the use of demonstrations, conference procedure, specialists as consultants, visual aids, and committee work were outstanding procedures for teaching.

From data collected from 169 Virginia teachers, Cox[10] found that methods of teaching involving demonstrations were used most in conducting adult-farmer classes. Actual practice in shop and laboratory skills was rated the highest in value. The use of films and other projected materials ranked second. Methods involving the use of symposiums and the use of radio and television were ranked among the lowest in use and value.

Seventy-five per cent of the 40 South Carolina teachers studied by Davis[11] used the discussion method for teaching adult-farmers.

The findings of researchers are not in agreement relative to the use of social and recreational activities in connection with adult-farmer classes. Data collected from 40 teachers in South Carolina by Davis[11] revealed that 75 per cent served refreshments at one or more meetings during the year and over half included some form of recreation at one or more classes. After studying one school community in Ohio, Clark[7] concluded that recreation should be available after each session. However, Moeckel,[22] who studied the practices used by 76 teachers in Michigan, found that most teachers did not make use of social and recreational activities.

Other Characteristics Affecting Success of Adult-Farmer Classes

An appraisal of practices in adult education in the 12 states of the Central Region by Byram, Kitts, and Phipps[3] revealed that the planning of adult-farmer programs appeared to have been done through the use of practices that would generally be characterized as democratic. Most courses had not been conducted on a year-round basis, nor had they been taken to locations in the community outside of the town where the school was located. Practices followed in conducting classes indicated the prevalent use of group participation and the study and discussion of problems of the groups served. Follow-up of instruction appeared to have been somewhat limited.

Estes,[14] Mullins,[23] and Tabb[35] found a need existed for holding classes for adult farmers at centers nearer the farmers' homes than the high school department of vocational agriculture. A distance of more than five miles seriously hindered farmers who otherwise would have attended adult-farmer classes. Mullins[23] also found that the principal reasons farmers had not participated in adult-farmer classes, other than living too far from school, were: (1) lack of time, (2) off-farm work, (3) poor roads, (4) did not know the instruction was offered, and (5) had not been invited to attend.

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After studying, evaluating, and testing practices relative to organizing and operating adult-farmer classes, Phillips[28] concluded that:

1. A committee elected from the class should be used to enroll the members and plan and evaluate the program.
2. The course calendar should be based upon one enterprise or closely related enterprises or jobs.
3. The course should be based upon the needs of the community as determined by the teacher and a committee through a comparison of the community situation to an acceptable set of standards. The classes should deal with individual farmer needs as determined by the teacher and farmer by comparing his own situation with acceptable standards.
4. General objectives for the program as a whole should be developed by the teacher and committee and approved by the entire group. Specific objectives should be developed by each farmer for each job or practice studied, based upon the farmer's situation and what he can do about it. Job plans should be made by each farmer as a way of helping the farmer plan to reach his objectives.
5. The program should be evaluated by all concerned when it is finished to determine what progress has been made in reaching objectives and in meeting the needs of the farmers, and to determine if the procedures should be revised.

By studying opinion questionnaires which had been filled in by the teacher trainers, the agricultural supervisors, and 73 young farmers in the Pacific Region, Downs[13] made the following findings: (1) the instructor must have a keen interest in young- and adult-farmer problems if an educational program to serve out-of-school farmers is to develop satisfactorily, (2) many community activities demand the time and effort of young and adult farmers and create a real problem in recruiting students, and (3) instructors are in need of new techniques in organizing and conducting programs for young farmers and adults.

Heitz's[19] study, for which the data were supplied by 100 Nebraska teachers, disclosed that the factors which had little or no effect on whether an out-of-school class was taught were: (a) age of the instructor, (b) length of tenure, (c) number of years the instructor has taught vocational agriculture, (d) school from which instructor received his degree, (e) lack of facilities, and (f) amount of reimbursement. Factors which had a marked effect on the number of out-of-school classes were: (a) instructor's preference, (b) instructor's lack of training, (c) lack of time, (d) lack of community surveys, (e) lack of publicity, and (f) school boards' and school superintendents' indifferent attitudes.

Some Results

By interviewing 88 farmers in Illinois, Deyoe[12] identified the following types of carryover resulting from adult-farmer instruction: (1) applying practices which improved the efficiency of a specific enterprise, (2) making changes in the organization and operation of the farm business, (3) applying practices in soil conservation and/or soil improvement, (4) introducing an enterprise new to the farm and using appropriate methods in developing it, (5) participating in group activities related to farming, (6) making changes in mechanical phases of farming, and (7) making changes in farming status. He also found that the leading source of usable ideas in adult-farmer classes was the experience discussed by farmers in the classes. The teacher was an important source of usable ideas through his contributions to discussions and his visits to farms. Various forms of visual approaches were frequently mentioned as sources of ideas, as well as readings suggested in class and selected independently by the farmers. On-farm instruction aided the farmers in solving problems, provided instruction on using new practices, helped farmers to evaluate results, provided suggestions and information, and helped farmers to formulate plans.

Teachers reported the following methods seemed most effective in securing carryover of instruction: (1) highlighting and summarizing possible changes during group discussions; (2) showing relationships between practices and the purposes or goals sought; (3) using field trips to observe practices; (4) developing with the class a list of approved practices that might be used; and (5) making farm visits to help farmers apply practices, make plans, and evaluate results.[12]

Tech[36] found that an average of slightly over 3 per cent of the farmers in Wisconsin were enrolled in adult-farmer classes. He expressed the belief that if teachers would work harder, they could enroll more farmers without much difficulty.

The data Hargrave[18] assembled by interviewing 20 farmers in North Carolina showed that: (1) the farmers who received instruction in adult-farmer classes made marked improvement in their livestock programs, (2) they were acutely aware of further possibilities in improved livestock production and of farm mechanization, and (3) they welcomed the instructor's expanded program of class and on-farm instruction.

A study made of 33 farms by Phillips[28] revealed that more than 75 per cent of the farmers who received instruction used one or more of the improved practices about which instruction was given.

Partridge[27] found that, after adult-farmer instruction was provided, each of the families represented in the class made much progress in meeting their stored food budgets and were carrying out improved home gardening and food processing practices. Moreover, the quality of the food processed had improved.

Evaluating the entire farming program of each class member was found by Greene[16] to be helpful in correcting weaknesses or strengthening the program.

Some Recommendations

After studying the community needs for adult education based upon an analysis of the educational interests of 800 adults, Mack[21] recommended a comprehensive adult education program.

The best method of enrolling farmers is by the teacher personally contacting each prospective enrollee.[30] It is important to recognize that the teacher is the key individual for whom no acceptable substitute has yet been found. According to Guiler[17] additional effort should be made to increase enrollment in adult-farmer classes, provide more on-farm instruction, provide special courses for small

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group interests, and increase the use of resource persons. More teachers should develop year-round adult education programs, and attention should be directed toward the development of suitable instructional programs for part-time farmers.[20]

A pre-service teacher-training program should place emphasis upon selecting training schools where sound adult-farmer programs are conducted. An undergraduate course in adult education should be included in the undergraduate curriculum. Teachers should be taught to use resource personnel wherever practical. School administrators should help promote the adult-farmer program through such procedures as scheduling vocational agriculture teachers two periods at the end of each school day for vocational work and by relieving the teachers of study hall and home room assignments. All teachers of vocational agriculture should conduct the most extensive adult-farmer program possible in terms of available professional time. Where the high school enrollment is 25 or less, half a day could be spent on adult-farmer work. The in-service training program should give emphasis to technical short courses on the local level. A course on adult-farmer education should be available on an off-campus basis.[8]

Byram, Kitts, and Phipps,[3] after making an extensive study in the Central Region, concluded that teachers might well save time by using fewer practices—those that rate high—and avoiding the use of practices which duplicate effort and yield little in return. They should find ways of extending instruction over a greater portion of the year; of making more effective follow-up on the farm; and of finding better practices of evaluating and administering programs, as well as in providing social and special features.

Centers for adult-farmer classes should be selected so as to be conveniently near all the farmers who should be served. This means that nearly all farmers should be within 5 miles of the class-meeting place.[35]

The importance of public relations is indicated by the recommendation by Mullins[23] that a general information campaign about vocational agriculture be conducted.

Campbell,[4] who made an extensive doctoral study in Louisiana, concluded that a teacher of vocational agriculture should: (a) make the adult-farmer class an essential part of the total school program; (b) be an active supporter of the total school program; (c) know his community; (d) know himself; (e) act in the role of a "stimulator" of embryonic or underdeveloped interests; (f) be patient and not expect miracles; (g) make the adult farmer offering a community program; (h) make the adult farmer offering a complete program; (i) sell his program to his school and community; (j) utilize every possible technique in providing a functional adult-farmer program; (k) make a continuing endeavor, and (l) develop clear cut goals.

In teaching adult-farmer classes, Deyoe[12] recommended that more emphasis be placed on identifying the kinds of changes farmers expect to make. He also advised that informal methods of instruction including group discussions focused on the experiences of the group and on-farm instruction are especially effective in bringing about desired changes in farming operations of participants.

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Obtaining Course Evaluations From Adult Farmer Enrollees

Adults can help you evaluate

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Lloyd J. Phipps

ADMINISTRATORS, board members, teachers, adult farmer enrollees and others are interested in an accurate evaluation of public school adult education courses for farmers. Most agriculture teachers realize that all concerned directly and indirectly with adult farmer courses are interested in the results of the courses. Most teachers also realize that adult farmer educational programs are being evaluated at all times by all the persons affected by the programs.

Agriculture teachers, therefore, are constantly searching for effective techniques of measuring the results they are obtaining in their courses for adult farmers. One evaluation technique which is often used by teachers is a questionnaire designed to obtain the opinions of the enrollees. Most teachers recognize that a questionnaire will not provide all the answers necessary for an overall evaluation of a course. However, a questionnaire completed by enrollees may provide a measure of some of the intangibles which are otherwise difficult to measure by objective techniques.

Often a teacher hesitates to ask the adult farmers enrolled in his courses to fill out an evaluation questionnaire. He wonders whether they will think it is "kid stuff". He may also be afraid that they will consider the questions asked to be too personal, or he may be afraid that the farmers will think that he is meddling in their businesses. Some teachers wonder whether farmers will take the time necessary to complete a questionnaire. Other teachers wonder whether adult farmers will express their true opinions on a questionnaire.

In order to obtain some answers to concerns of this type, regarding the use of opinion questionnaires with adult farmer enrollees, sixty-three teachers of adult farmers volunteered in 1955 to ask the farmers enrolled in their courses to complete a questionnaire developed by the writer. They were asked to observe the farmers carefully as they completed the questionnaire and to summarize the farmers' reactions to the task. Nine hundred and ninety-four farmers completed the questionnaire, and the completed questionnaires were analyzed to determine the suitability of various types of questions. The questionnaire used is presented in Form 1.

Reactions to Questionnaire

Most of the sixty-three teachers who participated in the study found that the farmers in their courses did not object to the task of completing an evaluation questionnaire. Six teachers stated that the farmers in their courses were grateful for an opportunity to share in the evaluation of

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Form 1

Evaluation Questionnaire for Use in Adult Farmer Courses

Title of Course_____ School_____

Age

Under 25_____
25-34 _____
35-44 _____
45-54 _____
55-64 _____
65-74 _____

Farming Status

Partnership _____
Renter _____
Owner _____
Manager _____

Size of Farm

Under 10 acres _____
10 to 49 acres _____
50 to 99 acres _____
100 to 179 acres _____
180 to 259 acres _____
260 to 499 acres _____
500 to 999 acres _____
1000 acres and over_____

Circle number of years of formal school completed:
4-5-6-7-8-9-10-11-12-13-14-15-16-17-over 17

How many adult courses (not meetings) have you attended_____

What aspects or parts of the course were of the most value to you?

What aspects or parts of the course were of the least value to you, or that you disliked most?

How could this course have been improved?

Would you enroll in future courses, if courses are offered in which you are interested? yes no (circle answer)

Was the course sufficiently worthwhile that you would not hesitate to recommend a similar course to a friend? Yes No (circle answer)

What influenced you to attend this adult course?

Contacted by a council member, committee member or neighbor _____
Contacted by teacher _____
Received letter or card about course _____
Read publicity about course _____
Other _____

What aspects or parts of this course did you enjoy or like?

If you missed any meetings, what was the cause?

A study in adult education reveals the - - -

Essentials of a Sound Educational Program for Those in Farming

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G. M. Harrington

IN 1953, the writer made a survey of enrollees and former enrollees in the institutional on-farm program for veterans in Connecticut. The survey was designed to evaluate the program by collecting information both on the success of the students and on their opinions of various phases of the instruction. The most essential finding, vividly amplified by a large number of unsolicited comments, was that the success or failure of an instructional program for young men in farming rests squarely on the qualities of the instructor. The evidence for this was so strong that other findings pale into insignificance beside it. However, there were two other findings of value for future planning. One of these was that the on-farm phase of instruction was of central importance in the program. The other was that there was very little agreement among farmers as to what phases of the curriculum were of most and of least importance.

Experimental Classes Organized

Using the survey as a starting point for planning, two experimental classes were organized for farmers. A strong instructor was assigned to each class to meet the essential criterion established by the survey. It was anticipated that with careful evaluation, the experience with these two classes would yield vital information as to the necessary characteristics of a program of education for those already in farming. This report outlines the outcomes of the experiment and its evaluation.

The initial structuring of the classes called for one class for dairymen with six on-the-farm visits per year and one class for poultrymen with twelve on-the-farm visits per year. Each group was to hold 15 class sessions per year. Enrollment was to be selective, with the primary criterion for admission being a serious interest in the class. The determination of interest was to be made by the instructor and to be based on actual on-farm visits. The instructors agreed that the instructional program would be student-centered and that the course outline would be developed by the students themselves. It can be seen that the structure was designed to meet some of the problems raised by the veterans' survey. The variation in the amount of on-farm instruction, it was hoped, would give some key to the amount of such instruction that should be planned for future programs. Since the veterans program had tended to follow a fixed pattern for course outline, it was felt that the variety of farmer reactions to instructional content might have been due to that fact. The emphasis on a student-centered program with a student developed course outline was designed to test such an hypothesis.

One essential change in structure occurred as soon as the classes were organized. In their first class session, the dairy group decided that they needed two class sessions a month. The class has continued on that basis ever since. On the basis of experience with a year of operation, staff and class members seemed agreed that the time scheduling was about right. The 24 class session, 6 farm visit per year pattern appeared to have met dairymen's needs; while the 15 class session, 12 farm visits per year pattern seem to have met poultrymen's need. If classes are to be organized by type of enterprise, of which more will be said later, the experience suggests that different patterns of time organization are appropriate to different types of enterprises. In comparing dairy and poultry, it appears that poultrymen's problems are relatively more individual and more immediate than dairymen's problems. This would account for the effectiveness of more frequent farm visitations to poultrymen.

Interviews Used for Evaluation

The actual evaluation of the two classes was accomplished through intensive interviews with a sample of class members from each class. For comparative purposes, interviews were also held with some members of veterans' classes where the instructor was highly regarded. The most striking result of the interviews was the remarkable unanimity of opinion and viewpoint expressed by the farmers. In so far as possible, the interviews were non-directive in order that the viewpoint expressed and the factors emphasized be those of the farmer and not those of an educator with possible preconceived ideas of what a program should be. It was hoped, too, that a non-directive approach would lead to consideration of facets of the program which had not previously been identified by the staff or in the educational literature. In this light, the substantial agreement among the farmers interviewed assumes utmost significance.

Find Instructor Must Qualify in Three Ways

The most important, and not unexpected finding, was again that the success or failure of a program depends upon the instructor. However, unlike the survey, the detailed interviews yielded information as to the essential qualities of an effective instructor for those in farming. These qualities were:

1. The instructor must have an overall farm management viewpoint. This is a simply stated but not too common characteristic. Most instructors tend to have a particular interest so that they are likely to look at a problem in terms of, for example, production efficiency, labor efficiency, marketing practices, or some other major phase of a farm enterprise. The effective instructor of adult farmers apparently must instinctively try to put any farm problem into a perspective which considers every phase of the farm operation. The need for this overall viewpoint stems from the fact that no farm is perfect, or ever will be, and every decision must be a compromise based on the overall situation. To cite a simple but very real example, the instructor must have a viewpoint which makes him ask himself whether a suggested improvement to the barn which will cost $300.00 is of more value to

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the farm than a new washing machine for the farmer's wife.

2. The instructor must be a specialist in the kind of enterprise represented by the students in his class. If the class is made up of dairymen, the instructor must be a dairyman. If the class is made up of poultrymen, the instructor must be a poultryman. Interestingly, it is not evident that this need for specialization on the part of the instructor represents a need for the instructor to be an expert in the eyes of the student. That they should have an instructor they can respect, is self-evident. However, the need for specialization is important primarily because it is a measure of the instructor's enthusiasm for the type of enterprise carried on by his students. The fruit producer wants an instructor he is convinced is vitally interested in fruit production. The best index of vital interest is specialization in the field. While on first thought it may not appear that lack of specialization in a particular field will indicate lack of interest in that field, the writer has interviewed a few instructors who admit that they cannot develop the same enthusiasm teaching a group outside of their special field that they can develop when working within their specialty.
3. The instructor must know how to teach adults. Stress in this conclusion should be laid on the word "adults." The techniques and problems of teaching adults are quite different from those of teaching in-school youth. There is no reason to believe that there is any correlation between effective teaching of in-school groups and effective teaching of out-of-school groups. The situation in which they must work is quite different. The high school teacher is endowed with authority and has a captive audience which must be motivated. The adult teacher has no authority but has a highly motivated class which will evaluate him on the basis of continually effective communication.

It is probable that instructors with somewhat different qualifications might be able to hold the interest and respect of farmers. The writer has observed classes both in agriculture and in other fields led by outstanding teachers; classes where interest was high and kept high. However, in the interviews with farmers in the comparison groups, it seemed evident to the interviewer that where the first qualification was lacking, but the other two were met, the farmer felt he was getting something but this was not reflected in his practices or in the success of his enterprise. One is forced to the conclusion that farmer acceptance of a program is not the sole criterion of its effectiveness. Where the teacher lacks the overall farm management viewpoint, one can raise questions as to whether the program is really worth the funds which would be expended upon it. It would seem that, if an educational program for farmers is to have real value to the farmers in their farming operation, the instructor must meet the three qualifications set forth above. If an instructor cannot be found who meets these qualifications, it may be wiser to do without the program.

It should be noted that if these three qualifications are the essential qualifications for instruction of adults in farming, two real problems must be resolved. The first of these is the certification requirement which should be applied to teachers of adults in agriculture. The other is a need for special in-service training of staff in the techniques of adult instruction and in overall farm management. While these qualifications do not necessarily accompany chronological age, it is certainly clear that they depend upon maturity. For this reason it is questionable whether pre-service training in instruction of adults would be of much, if any, value.

Other Factors Found to Be Important

Having looked at the characteristics of the teachers which make for an effective educational program for adults in farming, let us turn to some other characteristics of the classes and to the factors *which seemed important to the farmers* enrolled. It can be observed first that the previous education of the enrollees is not a factor in a successful class. The educational background of the farmers interviewed from the experimental classes ranged in extent from less than high school to college graduation; in variety from Ivy League to College of Agriculture. It is hard to conceive of any group having greater diversity in either educational sophistication or extent of knowledge of agriculture. Yet, all of them fitted into a rather closely knit class group.

All viewed the classroom instruction as the center of the educational program around which all of the instruction revolved. From the point of view of their farming problems, they were a homogeneous group facing common problems. The class meetings offered an opportunity to share common problems and experiences and to learn from each other. Clearly, the discussion method was the key to effective presentation.

When the discussion method is the principal method used, one must always look more closely to be sure that it does not reflect a pooling of ignorance. Tracing the sequence of one or two problems may help make it clear what made for an effective class. The instructor made regular on-farm visits to the students. In the course of these visits the students discussed with him various problems that they were having. In addition, the instructor had brought "fresh eyes" to the farm and pointed up problems of which the students were not aware because they were too close to them. In this process, the instructor was enabled to identify common problems and to suggest sources of information which the students might explore. The students brought these problems into class with the background information they had been able to obtain. Since the instructor through farm visits had identified the problem as one common to the group, he had additional resource materials ready in class beyond those already obtained by the students. The class was therefore in a position to discuss the problem fruitfully. The class could "tear the problem apart" in the very specific terms of application to their situation. When the specificity of application reached such a detailed level that the content of discussion was no longer common to all the class but specific to one individual's farm, the instructor stopped the discussion. Any instruction that was needed beyond this point, to enable a particular farmer to apply what he had learned to his own situation, was provided in the next farm visit. It is understood that an instructor will be flexible in the scheduling of his farm visits so that, if the problem is urgent, there will be no delay in follow up.

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Problems may also come into class because members drive together to school. They discussed their own problems en route and in many cases proposed, on arrival, that the class consider a particular problem. When a problem was raised in this manner, the class might attack the problem and find that it could not be resolved at that session because it was too complex. In such cases, a plan was laid out and the instructor might search for resource persons and materials to be used at a subsequent session. This was the sequence structure that seemed to stand out in the farmers' minds. It's essential characteristics are:

1. The class determines the content of instruction.
2. The problems considered in class are common problems and class time is not wasted on problems unique to just one or two of the class members.
3. The discussion method is used in class so that the farmer can "talk to the fellow who has tried it and find out why it worked or why it didn't work."
4. The instructor teaches the class members to locate and obtain resource materials and information.
5. The instructor obtains those resources not readily available to the class members as individuals.
6. The on-farm instruction is used as the beginning point and the ending point for instruction.
7. Problems are discussed by the class when they are problems to the class members, so that the instruction is anchored directly into an immediate and real situation.

This outline shows the structure of class organization as it was uppermost in the farmers' minds when they were interviewed. Any teacher will recognize that this pattern does not come about by accident nor could it long continue if it were in fact just a jumping from problem to problem. Nor should the farmers' emphasis be taken to mean that the farmers were not well aware of the underlying structure. The program actually reflected a great deal of long-range planning. A key to the organization was the fact that the class started not in a class session, but in on-farm visits by the instructor. These on-farm visits served both to recruit students and to identify their problems. This enabled the instructor to present a suggested two-year outline of study in the first class session. The class discussed the outline in detail, made a very great many changes in it, and then adopted it for a two-year program. The problems brought into class from session to session therefore, were concrete instances which lent meaning to the development of the overall planned instructional program. This is not to say that the students were not free or did not feel free to alter the plan and to bring in other kinds of problems if they wished to. However, where the overall plan is soundly conceived in accord with the real needs of the farmers, the problems which are brought in will fit in general into the overall plan. One cannot study a problem thoroughly without careful planning, and one of the outstanding values which farmers saw in the program was that problems were treated thoroughly and not superficially.

How the Farmers Felt About the Classes

This thoroughness points up what farmers felt they received from the class in an educational sense. As one farmer put it, "There are many sources of information that tell me what to do. In class, I learn how to do it." As another farmer that graduated from a college of agriculture put it, "I found that most of the things which came up I already knew, but it wasn't until this class that I learned them." In short, farmers see the class as a means of translating intellectual knowledge into useable knowledge. This certainly points up the value of timing instruction to immediate and real problems.

A few of the farmer's comments about the two experimental programs may be of interest. Representative of the majority of first comments in the interviews was, "I can't afford not to go. I don't get something out of every session, but if I miss a session I may miss an idea which would cost me real dollars." Equally representative was the statement, "It's the five dollar decisions that make the difference between profit and loss and I've gotten a lot of them out of class." Opinion was unanimous that the class should continue for life. It was agreed that farming is changing so rapidly that the farmer always needs instruction.

The classes had originally been labeled "young farmer" classes, but when asked for a definition of a young farmer, a representative comment was, "any farmer who is still interested in farming and wants to improve his operations."

There was also some feeling that the programs provided leadership training but that this was and should be an incidental objective rather than an organized objective. "A year ago I would have been scared to death to stand on my own two feet in front of any group. I've learned that it's not so difficult when you really have something to say, and I've learned that when you have something to say, people will listen."

Because there has been some mention in the educational literature of the value of a social program in connection with young farmer classes, a few of the interviewees were queried as to their potential reactions. The response was uniformly negative, to put it mildly. The indications seem to be that the decision to go to class was made mainly because it was more valuable than any other activity in which they could engage, on class nights, and that the same thing could not be said for social activities. Since social activities would mean that part of the class time would be wasted, when it could have been devoted to more valuable things, there presumably would be less inclination to attend class.

A number of students commented on their changed attitudes toward governmental agencies. When they enrolled in the program some of them viewed the governmental agencies as made up of remote and unapproachable people who lived in another world, or of little tin gods who looked down upon everyone. A year later they were seen as servants of the people who could be called upon to provide information and services or to represent their point of view in the legislative halls.

Three comments stand out in the writer's memory as characterizing all of the interviews. "I can't afford not to go." "A year of class has put me two years further ahead in my farming operation." "We are the farm leaders of tomorrow because we are the young men who believe in farming as a career." □

A teacher tells about his - - -

Out-of-School Class Program

HERBERT SMITH, Vo-Ag Instructor,
Cullendale, Arkansas.

Mr. Smith and one of his adult classes—on vegetable gardening.

One young farmer class and one adult farmer class has been conducted in the LaFayette High School District, Cullendale, Arkansas, during the school session of 1956-57.

There were 18 active members enrolled in the young farmer class, and 19 members in the adult farmer class. A total of 16 meetings was held with the young farmer class and 11 meetings with the adult farmer class.

Poultry and Swine Production were the two enterprises with which the members of the young farmer class concerned themselves. The problem method of instruction was used in conducting these classes. Some of the problems in poultry production that we discussed are as follows: (a) renovating poultry houses, (b) housing poultry, (c) diseases of poultry and how to control them, (d) feeding the laying flock, and (e) culling the laying flock.

In studying swine production, special attention was given to the following named jobs: (a) problems in feeding swine, (b) caring for the sow and litter, (c) feeding swine for slaughter, (d) controlling swine diseases, (e) controlling internal parasites of swine, (f) marketing hogs, (g) butchering hogs on the farm, and (h) providing buildings and equipment for swine.

The adult farmer class dealt with such problems as: (a) good land use, (b) permanent pastures, (c) terracing farm land, (d) land treatments, (e) the value of using hybrid seed corn, (f) the proper fertilizers to use, and (g) planting and cultivating corn.

At present we have two adult classes in operation in our district. Both classes are concerned with vegetable gardening and the preservation of foods. These two classes were set up co-operatively by the Vocational Agriculture teacher, Mr. Herbert Smith, and Mrs. Velma McBeth, Home Economics teacher.

Forty different individuals are enrolled in these two classes. These gardens will be judged when they have reached their peak, and prizes will be given to those persons who have the better gardens. A banquet or picnic will be sponsored jointly by the entire group after the gardens have been judged. □

Obtaining Course - - -

(Continued from page 109)

the courses in which they participated. Eighteen teachers stated that the farmers in their courses were favorable to the task while thirteen teachers indicated that the farmers in their courses were willing to co-operate. Only three teachers out of sixty-three who participated in the study indicated that the reactions of the farmers in their courses were unfavorable to the use of the evaluation questionnaires. Four teachers indicated that some farmers in their groups did not appear to be too happy about being asked to complete a questionnaire. Three teachers found that some of the farmers in their groups seemed to be reluctant about answering the open-end or essay questions. One teacher stated that some farmers in his group desired check-list or objective type questions. The remaining fifteen teachers indicated that the farmers in their groups showed little reaction, either favorable or unfavorable, to the task of completing the questionnaire. They, in other words, accepted the job as a normal part of adult farmer education.

In analyzing the questionnaires completed by the 994 farmers, it was apparent that nearly all the farmers completed the questionnaires to the best of their ability. All or nearly all questions were answered on most of the questionnaires.

A few "smart aleck" answers were found, but the number of answers of this type was very small. The answers of the vast majority of the farmers seemed to represent honest opinions. Not all answers on the questionnaires were complimentary to the courses, or to some parts of the courses. Most of the answers that indicated dissatisfaction with a course or a part of a course, however, were worded in a constructive manner. Many farmers indicated in their answers to the open-end questions that they were satisfied with the course in which they enrolled, but added several constructive suggestions for improving future courses.

Possible Changes in Questionnaire

The sixty-three teachers using the questionnaire presented in Form 1 were asked to suggest possible changes in the questionnaire. Most of the teachers did not object to the questions included in the questionnaire used in the study.

However, the following questions were suggested by one or more teachers as additions to the questionnaires:

1. How do you intend to use the information or skills learned in the course?
2. What course or courses do you want next year?
3. What meeting night do you prefer?
4. Was the teaching procedure satisfactory? If not, indicate changes desired.

Conclusion

The results of the use of a questionnaire with 994 farmers seem to indicate that it is a practical evaluation device. It will not give all the desired answers regarding the effectiveness of a course, but it seems to be a usable technique for measuring the opinions or attitudes of farmer enrollees.

The reactions of the 994 farmers who completed the questionnaires seem to indicate that farmers do not

(Continued on page 117)

Young farmers depart via camp bus to observe conservation practices on nearby farms. Such a tour has interest and educational values during the workshop at camp.

The kind of young farmer program we want and some ways and means for carrying it out are identified by young farmers, teachers, and staff members. Gilbert Guiler (far end of table), Teacher of Vocational Agriculture at Canal Winchester, is leading this discussion.

Ohio Young Farmers Hold Workshop At Camp

AUSTIN E. RITCHIE, Teacher Education,
Ohio State University.

Austin E. Ritchie

IT was during a Young Farmer Conference held in conjunction with Farmers' Week at The Ohio State University that a former Future Farmer nobly suggested, "Let's have a weekend workshop at the Future Farmers of America Camp for Young Farmers." Although a novice of an idea in Ohio, it purged the thinking of other Young Farmers present and the workshop became a reality in September, 1956.

The purposes were clearly identified and agreed upon by the Executive Council and the staff advisors. The purposes were to share ideas for local programs, to learn some improved farm practices, to include wives and sweethearts and provide a program of interest for them, and to have social and recreational activities. Such purposes demanded a program providing ample opportunity for all to participate and a balance of activities.

Young Farmers, wives or sweethearts, teachers of vocational agriculture, supervisors, and teacher educators registered, got acquainted, ate refreshments, and engaged in mixers on a Friday evening. A brief orientation session for the campers and a conference with discussion leaders were additional features.

Saturday included small discussion groups to identify the kind of Young Farmer program they wanted and ways and means for conducting their local programs. Small group discussions were lead by teachers of vocational agriculture. The ladies met to determine how they would like to be included in a Young Farmer program and to engage in crafts. A competent teacher of home economics directed the activities with the ladies. The men toured nearby farms to observe conservation practices, and the ladies visited a pottery plant for a conducted tour. A session for reporting and discussing the ideas revealed from the men's small group sessions and the ladies' session was a high

(Continued on page 117)

Young farmers' wives and sweethearts engage in crafts under the leadership of Mrs. Lowery Davis, Teacher of Home Economics, and Miss Lois Clark, Special Teacher in Arts and Crafts.

Fun and frolic are ingredients for balancing out a camp workshop for young farmers.

The Cover Picture

L. to R.—*E. Phillips Heath*, Instructor, Wamogo Regional High School, Litchfield, Conn., *Raymond Atherton*, County Agent, Litchfield County, Litchfield, Connecticut. *John Breakall*, Member of Wamogo Young Farmer Class.

Facts

During the past winter a 15 hour study of soil types found in Litchfield County and selecting proper crop for each soil type was held at the request of the members of the Young Farmer class. This series of meetings was planned and conducted as a cooperative effort by the Young Farmer Instructor and the County Agent. Professor Rufus Munsell from the University of Connecticut at Storrs conducted three discussion periods and County Agent Raymond Atherton led two meetings.

Picture was taken during field trip of Atherton and Heath inspecting crops on farms of members of Young Farmer class.

This 15 acre field has 3 soil types of about 5 acres each. All was sown to the same mixture brome, alfalfa, clover and timothy. To this mixture was added Birdsfoot trefoil because alfalfa runs out too soon on this farm.

Results

5 acres—Good stand of clover, timothy and brome
5 acres—Good stand alfalfa and brome
5 acres—Good stand Birdsfoot trefoil and brome

Conclusions

Student wasted money on seed by not recognizing soil types and seeding proper mixtures. □

The Discovery - - -

(Continued from page 101)

the writer has found that a combination of the three work to better advantage. If a group consists largely of beginners, it is necessary to use the informing procedure; however, if the group is well experienced, the conference procedure gives best results.

The greater portion of instruction in evening classes comes individually through their supervised farm practices. In visiting the individual farmers, different individual problems arise which may be the same as for some other individual. These problems are then noted and used in courses given the following year in the different centers of the area.

In the case of the poultry pupils, much of the supervised practice since 1920 has dealt largely with projects covering one or more phases in the type of poultry farming. In connection with the projects, the writer has during the last ten years placed special emphasis on detailed feeding, egg production, incubation, chick rearing, wholesale price of eggs and retail prices of feed records. Practically all of these projects are of the continuation major type. In some cases, contributory and minor projects are carried in addition.

Sample Outline

A sample outline used in one center is given as follows:—

1. Economic Situation of the Poultry Industry
2. Planning Your Farm Operations
3. Hens vs Pullets
4. All Mash Feeding
5. Confinement Rearing
6. Worms;—Round, Tape, Cecea, Capillaria
7. Respiratory Diseases
8. Antibiotics & Poultry Medication
9. Coccidiosis & Treatments
10. Marketing Eggs
11. Farm Efficiency Factors
12. Vaccines & Vaccinating
13. Poultry House Ventilation
14. Wire Floors & Cages □

What Do Studies Show - - -

(Continued from page 108)

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26. Newcomer, Frank R. "The Possibility of Adult Education in Agriculture at Clarksville High School, Clarksville, Maryland." Nonthesis Study, 1952. 40 p. Department of Agricultural Education, University of Maryland, College Park.
27. Partridge, Ernest L. "Planning and Developing an Instructional Program in Food Preservation for an Adult Farmer Class in the Walker Park Junior High School, Monroe, Ga." Problem, M.Ed., 1954. 53 p. Library, University of Georgia, Athens.
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30. Pruett, H. T. "Factors Which Contribute to Successful Adult Farmer Classes in Alabama." Report, 1955. 6 p. The Agricultural Education Department, Alabama Polytechnic Institute, Auburn.
31. Robinson, Ferol M. "Methods of Organizing and Conducting Adult Farmer Classes in Missouri." Thesis, Ed.D., 1953. 290 p. Library, University of Missouri, Columbia.
32. Rutrough, James E. "Administrative Policies and Procedures for Conducting Young and Adult Farmer Programs in Vocational Agriculture in Selected School Divisions of Virginia." Thesis, M.S., 1956. 82 p. Library, Virginia Polytechnic Institute, Blacksburg.
33. Sanders, H. W. "Adult Farmer Education," *Agricultural Education Magazine*, Vol. 24, No. 6, December 1951. pp. 134 and 135.
34. Smith, Clodus Ray. "A Plan for Meeting the Educational Needs of Adult Irrigation Farmers in the Booker Community." Report, M.S., 1955. 96 p. Department of Agricultural Education, Oklahoma Agricultural and Mechanical College, Stillwater.
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36. Tech, Harold C. "An Analysis by Counties of the Enrollment in Wisconsin Vocational Agriculture Evening Schools." Master's Problems, M.S., 1954. 44 p. Library, University of Wisconsin, Madison.
37. Thompson, Gerald B. "A Survey of the Participation of Farm Families in the Activities of the Bixby Community Council." Problem, M.S., 1952. 35 p. Library, Oklahoma A. & M. College, Stillwater.
38. Vincent, Dencil M. "A Study of the Need for Adult-Farmer Instruction in Vocational Agriculture in the Hughes-Kirk High School Community." Special Problem, 1955, 38 p. Department of Agricultural Education, University of Kentucky, Lexington.

□

The world's forests cover about 10 billion acres, an area approximately equal to that of the Western Hemisphere, notes a Twentieth Century Fund report.

Some tips for

Establishing a Young Farmer Program

I. J. WEBER, County Supervisor, Honesdale, Pennsylvania.

If you are contemplating a Young Farmer program or have one in operation, then procedural steps that have worked quite successfully for the Lake Ariel Young Farmers Association may be of help to you.

Secure Approval

Number one is to start with first things first. Talk to your administrators, school superintendent, supervising principal and others. Explain in detail your plans; be specific and enthusiastic. If they latch on, they will carry the ball for you to the school board and give you the green light to go ahead.

After you have received the blessings of the administration and school board, sit down with the principal of the school and have him assist you in the preparation of a list of high school graduates and others who are farming or are going to farm. You may need help from other sources; young farmers themselves are good sources.

Use "Latch Key" Letter

Now prepare a "latch key" letter (form letter) to send to these men briefly describing the program and setting a date for an organizational meeting, which should be about 7 to 10 days later. Incidentally, you may be in an area in which Extension may be opposed to the formation of a Young Farmer group. If so, visit with the local County Agent to talk the matter over and get his cooperation by explaining to him how your work will be supplementary and complementary to his work and not in conflict.

Farm Visits Necessary

The next step, and this is important, is to visit the young farmers to whom you have sent letters. Your ability as a salesman is put to test here. Do not promise anything that you will not be able to carry out. Explain the purposes and objectives of the program. There must be a mutual understanding that the program will succeed only to the extent that interest can be aroused because a need can be met. You no doubt will meet with some indifference at first, some will be mildly interested and others will show much enthusiasm. Concentrate your efforts upon those who are sincerely interested; others will come along.

Plan Varied Program

At the first meeting, have a prepared tentative program for each one present. (a sample copy is attached) It is well to have the supervising principal of the school, a member of the school board, and others at this organizational meeting. Introductions, brief talks by administrators and a group discussion of the tentative program and adoption of this program constitute a good first meeting. Organization of the group into a Chapter, to be later affiliated with the State Association, may be arranged for another meeting.

The program should include group instruction, individual on-the-farm instruction, and special group activities such as milk testing and soil testing for those interested. Don't leave out the wives; they can be included in field trips, tours, picnics and banquets. Also, the school may offer courses in typing and home economics which wives may attend at the same time as the men attend the Agricultural meetings.

The group instruction may start in October and extend into May of the following year. The subject matter should be the young farmers' choice, with the instructor's guidance. Evenings, 8:00 to 10:00 P. M. once a week has proven satisfactory for class time. A coffee "klatch" after each meeting for socializing is psychologically good. Many worth-while experiences are exchanged at this time. Have one business meeting a month which could be a dinner meeting. At all times keep yourself attuned to the needs of the individuals and try to meet these needs.

When the winter classes are concluded, have a summer program plan prepared that will keep the group together and in close touch with the instructor. The summer program should include at least one tour, two or three field trips, twilight meetings at Young Farmer farms, a picnic, and arrangements with the school for use of the Agricultural room for milk testing and the shop for repair jobs.

Special Instructor Used

The Lake Ariel Young Farmer chapter was organized and has been instructed by the County Supervisor of Vocational Agriculture. Future plans are to have one or two more chapters organized in the County and then employ a full time instructor. A regular full time Vocational Agriculture instructor cannot do justice to both a Young Farmer program and his day program. If there is a second teacher in the Vocational Agriculture department, perhaps fifty percent of his time could be earmarked for Young Farmers instruction. Two or three chapters with a total of fifty members constitutes a full time load for a Young Farmer instructor.

In conclusion, to do a good job with a Young Farmer group, it is very important to be persistent with contacts with the members and constantly make plans for a better program. Do not ease up when the program is going well; instead find means to accelerate. On the other hand, don't get discouraged if attendance lags at times; there may be extenuating circumstances and not lack of interest.

Tentative Program

Time: 8:00 P.M. to 10:00 P.M. (day of week to be voted upon)
Place: Lake Consolidated School Agricultural room and shop
Program:

December:
- I. Organization meeting
  - 1. Introductory remarks
  - 2. Decide upon group discussion periods (hour—day)
  - 3. Filling out a questionnaire pertaining to farming status.
  - 4. Discussion of proposed program
    - a. What subject matter?
    - b. What social aspects?
  - 5. Program for wives
    - a. Typing
  - 6. Field trips
  - 7. Begin first class in "taxes"
  - 8. Affiliation with State P.Y.F.A.

January:
- I. Discussion class
  - 1. Income tax—farm accounts
- II. Milk testing
- III. Farm shop

February:
- I. Income tax—social security—farm accounts
- II. Milk testing
- III. Farm shop

March:
- I. Complete tax problems
- II. Dairy records
- III. Milk testing
- IV. Farm shop
- V. Parliamentary procedure

April:
- I. Soil testing
- II. Liming—Fertilizers
- III. Conservation practices
- IV. Shop
- V. Milk Testing

(Continued on page 117)

Using On-Farm Group Meetings

In developing a new enterprise for the community

ALBERT DORSEY, Vo-Ag Instructor, Ezel, Kentucky.

Albert Dorsey

IN developing a course of study for high-school boys in my department, I found that the farmers depended almost entirely on one enterprise for cash income—burley tobacco. The controlled acreage of tobacco limited the amount of the income. There was a definite need for other cash income to supplement that from tobacco. As I became more familiar with the land capabilities, the people, and potential markets, it seemed that dairying might be a suitable enterprise for the community.

In an effort to establish the dairy enterprise, I began to work with farmers on their home farms. Most of this was on an individual basis and was not very readily accepted by the farmers. It was extremely hard to make a farmer realize that a new enterprise could be effective for him. Sons in vocational agriculture could do nothing about a new enterprise unless the fathers were first sold on it.

I was convinced that there was some way that this job could be done. So, without argument with the farmers about dairying, I turned to pasture and hay improvement projects with my agriculture boys. Through the boys, several of the dads became interested in producing better pasture and hay crops.

Adult Farmer Class Organized

I organized an adult farmer class on producing feed crops. During this course I had an opportunity to show a movie on the establishment of pastures in relation to dairying. Even though this movie did not lend itself wholly to our area, it gave the farmers a chance to see good pastures and hay crops, and thus they evaluated their own hay crops and pastures.

In the adult farmer class, the farmers decided to have some small on-farm group meetings on their farms to observe pasture and hay improvements and to discuss the possibilities of dairying as a means of selling the improved hay and pasture. Some farmers were not interested in the dairying but were looking toward beef cattle and sheep. At these small-group meetings it was decided that if a suitable market could be obtained for whole milk, several farmers would be interested in securing more cows and increasing their whole-milk production. This gave rise to an adult farmer course in dairying.

From Pastures to Grade C Milk Production

The Carnation Milk Company started a route in the area, and several farmers began to sell Grade C milk. Many days were spent with these farmers in class work, in planning further improvement of their pastures and hay crops, and in planning the dairy business.

Within a short time after these farmers started to sell milk, other farmers began to observe their farm improvements and to follow suit.

(Continued on page 118)

Obtaining Course - - -

(Continued from page 113)

object to being asked to assist in the evaluation of their courses, and many farmers seem to welcome the opportunity.

It is the writer's opinion that a teacher of adults, if he is careful in the way he presents evaluation questionnaires, can use them with immunity and with profitable results.

The study also seems to show that most farmers will respond to open-end questions, and that it is not necessary to use only checklist or objective type questions. An advantage of open-end questions is that they do not suggest answers to the farmers.

It was apparent that the farmers studied did not consider the evaluation questionnaire "kid stuff," and they did not feel that the questions were too personal. The answers to the questions showed that farmers will take the time to complete a questionnaire in a constructive manner, and that they will not "pull punches" in making suggestions for improvements. □

Ohio Young - - -

(Continued from page 114)

spot in the workshop. Some major agreements were:

1. Young Farmers want year-round programs.
2. Wives of Young Farmers want to meet frequently—once a month with the Young Farmers on topics of common interest and four to six times a year by themselves with a teacher of home economics or other capable person.
3. Young Farmers want to and will assist a local teacher in planning, conducting, and evaluating a program.
4. Young Farmers want balanced programs consisting of technical information and civic, social, and recreational activities.
5. Young Farmer programs need promotion and leadership by supervisors and teacher educators in vocational education in agriculture.
6. Young Farmers, wives and sweethearts unanimously agreed that another workshop at camp be conducted the ensuing year and extend it to two and one-half days.

Recreation consisting of such activities as boating, softball, badminton, ping pong, and singing was a part of the day program. The evening was devoted to mixers and square dancing.

An impressive worship service was planned and conducted by the Young Farmers, wives, and sweethearts on Sunday morning which concluded the first and a most stimulating Ohio Young Farmer Camp. □

Establishing - - -

(Continued from page 116)

May:
- I. Choosing forage crops
- II. Seeding practices
- III. Pastures
- IV. Farm accounts—dairy records
- V. Shop

June:
- I. Field trip
  - 1. Beemerville, N. J.
  - 2. N.E.P.A.

July:
- I. Twilight meetings on farms of Association members

August:
- I. Shop
- II. Milk testing
- III. Records □

Professional *and* Teaching Aids

Source Units Available

Michigan State University
East Lansing, Mich.

New Source Units are as follows:

1. *Christmas Tree Production*—Phillip Davis, Raymond Clark and Lester Bell suggest activities for students and teachers in teaching the unit. Price 25¢—Bureau of Research and Service, College of Education, Michigan State University, East Lansing, Michigan.
2. *Marketing Slaughter Cattle*—Graydon Blank, Phillip Davis, Raymond Clark and Dale Butz agreed that in vocational agriculture we would be most likely to teach units in marketing in relation to productive enterprises. This unit suggests sources of materials and activities to assist teachers in the teaching of marketing in relation to slaughter cattle. Price 25¢—Bureau of Research and Service, College of Education, Michigan State University, East Lansing, Michigan.
3. *Marketing Fat Hogs*—Phillip Davis, Raymond Clark, Edward Miller and David Butz suggest problems, activities and references which may be used in teaching a unit on marketing in relation to the selling of fat hogs. Price 25¢—Bureau of Research aand Service, College of Education, Michigan State University, East Lansing, Michigan.

Source Units previously announced: Price of each unit is 25¢ except No. 8 which is 50¢.

1. Control of Common Insects and Mites Affecting Cattle
2. Control of Insects on Forage Crops (Alfalfa and Clover)
3. Farm Forestry for Students of Vocational Agriculture
4. Feeding the Laying Flock
5. Feeding Bred Gilts and Sows
6. Using Products from the Farm Woodlot
7. Using Commercial Fertilizer
8. Analyzing and Planning the Farm Business
9. Controlling Insects, Rodents, and Birds in Stored Grains
10. Broiler Production
11. Sheep Parasites
12. Improvement in Animal Husbandry through Breeding
13. Feeding Beef Steers
14. Chemical Weed Control
15. Controlling Diseases and Parasites of Swine
16. Improving Efficiency of Milk Production
17. Care and Management of the Dairy Herd for the Prevention of Disease
18. Making Grass Silage
19. Feeding Pigs from Weaning to Market
20. Selected Adapted Varieties of Forage Crops
21. Hay Harvesting Techniques and Methods
22. The Place of Forages in Michigan Agriculture
23. Feeding Dairy Calves
24. Guidance for Students of Vocational Agriculture
25. Occupations Related to Farming
26. Planning for the Improvement of the Dairy Herd
27. Care of Sows, Gilts and Baby Pigs at Farrowing Time

Planning facilities for Vocational Agriculture Departments. Missouri, State Department of Education, Vocational Agriculture Section and University of Missouri Agricultural Education Department, March 1957. Single copy 25¢, 5 or more copies 20¢ each. 20 pages.

This publication is designed to assist school administrators, architects, boards of education and others in planning and providing facilities for departments of vocational agriculture. It contains a description of general characteristics and special standards for buildings and equipment for vocational agriculture and some floor plans developed to meet those standards.

Using On-Farm - - -

(Continued from page 117)

Other on-farm group meetings were scheduled. Each agricultural worker in the county was invited to attend and participate. These meetings were held when and where the farmers felt they were most needed.

The First Change to Grade A Milk

After a few years of Grade C production, some of the farmers became interested in producing Grade A milk. A meeting was called and a prospective buyer and a representative from the State Department of Health were invited to attend. They pointed out the requirements for producing Grade A milk, the approximate cost of providing the necessary facilities and the difference in income that could be expected. Immediately one of our farmers decided to go to Grade A production. There was much interest in the construction of his milking parlor and loafing-barn arrangement.

Many small on-farm group meetings were held on this farm at which the various phases of the operation were observed and discussed. In addition, the income and expense records were studied. Although other farmers did not immediately begin Grade A production, they made great strides in improving their farming operations. The pattern of farming began to change on many farms; pasture and hay began to replace sage, sassafras, and other bushes; corn was moved from hillsides to flat land, and tobacco became a continuous crop on certain pieces of land. Through this pattern of farming, the land was being constantly improved.

Rapid Acceptance Follows

Since November 1955, nine other farmers have established Grade A dairies, making a total of ten within a ten-mile radius. Six others plan to change over by the end of this year.

Some of our on-farm group meetings have dealt with feeding programs necessary in Grade A dairy. Other meetings were held to observe the production and feeding of silage and to study some of the types of silos in use. After these meetings, a number of the farmers decided to build bunker-type silos to provide for self feeding of silage to save labor. Four silos were constructed in the summer of 1956, and four farmers purchased filling equipment cooperatively.

The income from the dairies now in operation is surprising to other farmers in the area. One producer in 1956 sold 105,560 pounds of milk from 16 cows for $7,780. Another is receiving over $800 per month from 21 cows. Will this supplement the income from burley tobacco?

We now have artificial breeding and are improving the herds through the purchase of purebred cows and heifers from Ohio and Wisconsin. We have held one meeting to discuss the DHIA as a measure to further improve the herds. All cattle are being Bang's and TB tested, and all young stock are being calfhood vaccinated.

Cooperation Helped

All agricultural workers in the county have had a definite hand in developing this enterprise. We feel that, through this type of cooperation, there will be no doubt in the mind of the farmers as to whether or not we agree on farm practices.

It is my conviction that the small on-farm group meeting has been most effective in providing instruction to the farmers in my community. □

DECIDUOUS ORCHARDS (Third Edition) by William Henry Chandler, pp. 492, illustrated, published by Lea and Febiger, Washington Square, Philadelphia 6, Pa. Price $7.50.

The book is divided into four sections. The first is devoted to the general nature, structure and processes of deciduous trees and their fruit. Section two covers the environmental features important in the orchard, influences of temperature, soil characteristics, and effects of water and nutrient deficiencies. The third part deals with solving problems met in propagation, planting and pruning. The final section discusses deciduous orchard species, their structure, processes and responses, as well as their relation to each other.

The third edition is enlarged, including 128 well selected illustrations, newer knowledge in tree and fruit physiology, and the use of chemicals in orchard management.

Mr. Chandler is Professor of Horticulture, Emeritus, University of California.

—G.B.J.

APPROVED PRACTICES IN BEAUTIFYING THE HOME GROUNDS by Norman K. Hoover and Elwood M. Juergenson, pp 271, illustrated, published by The Interstate Printers and Publishers, Inc., Danville, Illinois.

This book is another in the widely known and used "Approved Practices" series published by Interstate.

This book contains selected and condensed information regarding improved practices and procedures to follow in beautifying the home grounds. It contains 11 Chapters: Opportunities in Beautifying the Home Grounds; Home Ground Design; Construction of Walks and Drives; Grading, Establishing and Maintaining the Lawn; Plant Material Identification and Selection; Planting Ornaments; Management of Trees and Shrubs; Home Ground Structures; and The Flower Garden.

Materials were used from all major regions of the Nation making a book of sound practices which are applicable throughout the Nation. The book contains numerous pictures and drawings which add to its effectiveness.

The book is a suggested addition for Vocational Agriculture and farm libraries.

Mr. Hoover is a subject-matter specialist in Agricultural Education, The Pennsylvania State University. Dr. Juergenson is Assistant Professor of Agricultural Education, University of California.

—G.B.J.

EXPLORING AGRICULTURE by Everett F. Evans and Roy L. Donahue, pp. 366, illustrated. Published by Prentice-Hall, Inc., Englewood Cliffs, N. J. Price $4.40.

The book contains 29 chapters which deal with the many facets, problems, principles, and practices in agriculture. Emphasis is placed upon the ways in which science and technology is helping to solve many agricultural problems.

The book presents an excellent exploration of the field of agriculture.

—G.B.J.

YOUR PUBLIC RELATION (What, Why, When, Where, How)—A Guide for Vocational Educators, pp. 88. Prepared by the Committee on Research and Publications, American Vocational Association, Inc., 1010 Vermont Ave., N.W., Washington 5, D. C.

The book includes principles of good public relations which apply to all fields of vocational and practical arts education. Ideas which have been tried and have achieved results for vocational educators are used as examples throughout the text.

The book is a superior treatise on public relations specifically written for vocational educators.

—G.B.J.

Our Walls of - - -

(Continued from page 101)

asms that will inspire trainees to want to conduct young farmer programs when they become vocational agriculture teachers in their own right—teacher trainers who will devote the same kind of time and enthusiasm to the preparation for teaching young farmers as for teaching Future Farmers!

Give us vocational agriculture teachers who believe that young farmer programs are as important as Future Farmer programs, and who are willing and capable to successfully do the job!

Give us local administrators who believe that a vocational agriculture department which cannot maintain an on-going young farmer program is not worth maintaining for a Future Farmer program only!

In brief, give us capable men at all levels with sufficient leadership stature in positive attitudes and interests for young farmer programs and "Our Walls of Jericho" will crumble as they did before the Israelites of olden times. Then and only then will we pass over Jordan into the promised land with on-going successful young farmer programs in a majority of departments of vocational agriculture. □

THE AGRICULTURAL COMMODITY PROGRAMS (Two Decades of Experience) by Murray R. Benedict and Oscar C. Stine, pp. 510, published by The Twentieth Century Fund, Inc., 330 West 42nd Street, New York 36, New York. Price $5.00.

The fact that twenty billion dollars has gone into federal aid to agriculture during the past two decades, and yet the farm problem continues to be one of the nation's most debated questions, led to the writing of this book. The book is one of detailed case studies. It examines specific commodity programs for tobacco, cotton, wheat, rye, rice, fruits and vegetables, coarse grains and livestock, wool, oil-seed crops, butter, cheese, poultry and eggs, milk, potatoes and sugar. The problems and policies of production and marketing are outlined, with emphasis on price supports, supplemental payments, acreage allotments and land conservation measures, tariffs and import quotas, effects of drought, war and depression, efforts to stimulate consumption and other important facets of the programs.

Dr. Benedict is Professor of Agricultural Economics, Giannini Foundation of Agricultural Economics, University of California. Mr. Stine for many years was an assistant chief, Bureau of Agricultural Economics, U. S. Department of Agriculture.

—G.B.J.

VEGETABLE CROPS (fifth edition) by Homer C. Thompson and William C. Kelly, pp. 611, illustrated, published by McGraw-Hill Book Company, Inc., New York. Price $8.50.

This book is another of the widely known and used "McGraw-Hill Publications in the Agricultural Sciences." It gives the reader facts and principles needed for the successful production and handling of vegetables. It is a comprehensive treatment and includes the important vegetables, as well as many of the minor ones, grown in the temperate zone. A chapter is included on subtropical and tropical food crops. Up-to-date information is included on new and improved insecticides, fungicides, and herbicides; the use of growth regulating compounds other than herbicides; consumer packaging; improved handling of vegetables; and improvements in machinery and equipment allowing increased mechanization in all phases of growing and handling vegetables.

The book is well illustrated. It is an excellent reference for Vocational Agriculture libraries.

Dr. Thompson is Professor Emeritus of Vegetable Crops, Cornell University. Dr. Kelly is Professor of Vegetable Crops, Cornell University.

—G.B.J.

Two student teachers in Agricultural Education at Oregon State College are learning how to conduct radio programs through active participation and real situations. Here Don Kubler (left), Regional Vice-President AVATA and Vo-Ag Instructor at Corvallis, Oregon, conducts a radio program with Walter Schuh (center) and Dan Chandler (right), student teachers.

Young Farmers receiving instruction and experience in farm machinery and farm mechanics work. The projects shown are from the farms of the students. The teacher is Oscar Gustafson, Keyser High School, Keyser, West Virginia (to the left of center).

Stories in pictures

To head the Alpha Tau honor roll, Phi Chapter members at the University of Arizona recently selected W. F. Hendrix (left), teacher at Amphitheater and H. Hugh Stewart (right), beginning teacher at Gilbert. James Currie, Chapter president, points to the inscription which reads that the selections were based upon contributions to the objectives of the fraternity and advancement of the teaching profession. (Photo by R. W. Cline)

This Young Farmers' Show and Sale Barn at Versailles, Kentucky, was constructed by the Y.F.A. members on school property. Some help was hired for the stone and frame work. It is used during the Woodford County, Kentucky, Fair and Horse Show; and for livestock sales.

Dale Scott, teacher of vocational agriculture at Albany, Ohio, with four members of the Albany Young Farmer Association are enjoying the banquet which is an annual feature of the Ohio Young Farmer Conference which is held each year. This year's conference was held at The Ohio State University on March 22.

Trainees in Agricultural Education receive experiences in the Collegiate FFA Chapter. The president, seated, is Allen Colebank, Past National Vice-President of the North Atlantic Region.